

Consolidated Annual Report, Program Year 2019 - 2020 Montana

2a: Narrative Performance: Implementation of State Leadership Activities

A. Describe your process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)

For the 19-20 grant cycle, Montana allocated .5% of our State Leadership Funds to serve individuals in State Institutions. For the 20-21 grant cycle this amount has been increased to 1%. Two applications were submitted for institutional funds and both were awarded the full amounts requested.

B. Describe your major accomplishments as a result of using State leadership funds for required activities in the following four key areas to improve career and technical education (CTE)—

- i. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.**
- ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.**
- iii. Recruiting, preparing, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.**
- iv. Providing technical assistance for eligible recipients.**

(Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

i) Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.

Business Education

Through a number of public and private partnerships with state and national partners, information and resources are shared to expose both teachers and students to high-skill, high-wage, and in-demand occupations. In coordination with the American Institute of Certified Public Accountants (AICPA), their interactive website Start Here, Go Places. and the Montana Society of Certified Public Accountants, students and educators are informed about the range and breadth of accounting. Educators are able to utilize curriculum materials on the Start Here, Go Places website and can participate in free trainings sponsored by AICPA to teach the AICPA Accounting Program for Building the Profession (APBP)'s advanced accounting curriculum. The Montana Society and their Young Professionals group has also been reaching out to teachers to share career opportunities, including those within rural communities.

In partnership with Montana State University, Montana Technological University, and University of Montana, over 100 hours of computer science professional development events were supported for Mobile CSP, Joy and Beauty of Computing, and Game Programming in June 2020. Based on the College Board's emerging Advanced Placement (AP) Computer Science Principles curriculum framework for introductory computer science, in the Mobile CSP participants learned programming and computer science principles by building socially useful mobile apps using MIT's App Inventor. The Joy and Beauty of Computing course provided an overview of the world of computing, as well as a gentle introduction to computational thinking using the Python programming language. It also examined the computing field and how it impacts the human condition and introduced exciting ideas and influential people. Participants in the Game Programming course developed skills using Unity to prepare students for the jobs of tomorrow in the field of interactive design and development by creating interactive products and experiences in 2D, 3D, AR and VR.

Additional professional learning opportunities and curriculum resources in computer science and cybersecurity were provided to Montana' Business Educators from Code.org, CodeHS, and Cyber.org.

Health Science

Montana HOSA-Future Health Professionals, in conjunction with Helena College, offered a series of health professions workshops with the specific goal of encouraging student diversity in the healthcare workforce.

Family and Consumer Sciences

In Family and Consumer Sciences programs, there is collaboration with the Montana Restaurant Association to ensure there is an industry focus in culinary programs as well as expanded opportunities including statewide competitions, scholarships, work-based learning opportunities and dual enrollment. In August 2019, ProStart/Culinary students participated and work with world class chefs at the Vine and Dine in Big Sky, Montana.

Montana Family, Career and Community Leaders of America, offered workshops and competitive events focused on non-traditional fields in Family and Consumer Sciences Education at the annual fall Leadership Rally.

In partnership with the Montana Restaurant Association Education Foundation, the Family and Consumer Sciences Education Specialist organized a two-day ProStart Educator Forum. This training focused on new Culinary Arts and Hospitality/Tourism curriculum resources, effective course planning and pacing, work-based learning and meaningful industry experiences for students, industry recognized credentials, knife skills, and local business partners around the state; this information was implemented in approximately 20 schools to increase student engagement and industry connections to the Hospitality and Culinary fields.

In partnership with Montana State University Department of Health and Human Development, the Family and Consumer Sciences Education Specialist conducted a four-day virtual conference titled "STEAM and FCS – A Remote Learning and Textiles Focus". This virtual class focused on critical science, inquiry, and experiential learning strategies, facilitating online learning, e-textiles and wearable technology, careers, and entrepreneurship. This resulted in direct implementation in the classrooms of the attendees and an added emphasis on science in the Family and Consumer Sciences curriculum.

Industrial Trades and Technology Education

February 27, 2020, Great Falls College hosted a SkillsUSA Regional Welding competition that included non-traditional and special population students.

March 2, 2020, Highlands College in Butte hosted a SkillsUSA Regional skills competition including non-traditional and special populations.

March 2020 Montana TSA State Leadership Conference was scheduled and inclusive of special populations and non-traditional participants. April 2020 SkillsUSA Montana State Leadership Conference had been scheduled to deliver emerging technology and high-skill, high-wage career options, as well as work-based learning opportunities to diverse populations. Both of these conferences were canceled due to COVID-19.

Agriculture and CTE Transition

During the year there was a CTE Transition position in place to do targeted work with School Counselors and work-based learning. The CTE Transition specialist attended the Association of School Counselors national conference June 29-July 2, 2019. While there, they met with the Montana School Counselors Association director and officers. This meeting led to invitations to attend and present at the Montana conference in the Spring of 2020. The transition specialist also attended trainings on for Dual Enrollment, school counselors, work-based learning

The Agricultural Education specialists hosted two Team Ag Ed meetings to engage statewide stakeholders on the direction and goals of Agricultural Education in Montana. The first was held on August 12, 2019 in Bozeman, MT. The goals and objectives for the year were outlined with highlights in developing an inclusion statement for Agricultural Education. January 17 in Cascade, MT, the focus of this meeting was to discuss the progress of the year and work on diversity and inclusion training opportunities.

From September 3-12, there were eight District Leadership Seminars hosted across the state. The Agricultural Education Specialist worked with the Montana FFA Advisor to present a two-hour update for teachers on CTE and their CTSO; 95 programs were represented at these meetings. During these trainings, the Agricultural Specialist covered the McKinley Vento Act, the importance of identifying Homeless students and the supports for them to engage in CTE programs. There is also discussion about pathways, identifying high skill, high wage and high demand careers within their Agriculture, Foods and Natural Resource Pathway and meeting the new demands of the Perkins V state plan.

During the October Montana ACTE Fall Institute, the Agricultural Education specialist worked with the Montana Association of Agricultural Educators to provided presenters on Inquiry-based learning in Animal Sciences and Work-based learning for All.

In January of 2020, there were several CTE public service announcements recorded with Northern Broadcasting in Billings, MT. These recordings and a brief interview were aired leading up to and throughout the month of February for National CTE month. They were to inform parents, students, and community members how to engage in Career and Technical Education through their local schools.

In March of 2020, the CTE Transition Specialist sat on a panel to discuss dual enrollment and work-based learning opportunities through the Montana College Access Network. At this conference there were various two-year and four-year partners, non-profit organizations, and other state agencies. The focus of this panel was to discuss ways to expand opportunities to all students.

ii) Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.

Funds were available to all State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities in Montana. The Montana Correctional Enterprises (state prison system) was awarded \$2,000 for training inmates in Adobe software and Certiport assessments. The goal of these expenditures was to produce career-ready inmates with an industry-recognized credential for re-entry into their communities.

An additional \$2,000 was awarded to the Pine Hills School, which is a juvenile justice facility. The funds were used to purchase a Multimatic 220 AC/DC welding machine to train students in the Pine Hills Vocational Education Program.

iii) Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessional, such as preservice, professional development, or leadership development programs.

On October 16, 2019, the 'New CTE Professionals Workshop' was held at the Heritage Inn in Great Falls, Montana. This free, one-day, professional development opportunity was designed specifically for CTE teachers in their first five years in the Montana CTE classroom. Topics of training included Perkins funding, State CTE funding, CTE advisory boards, professional development organizations, instructional strategies for the CTE classroom, relationship building with school and community, safety and liability in the CTE classroom, work-based learning, CTE and program-area standards and guidelines, and Career and Technical Student Organizations (CTSOs). A total of 42 CTE teachers, eight OPI CTE Staff, and five CTSSO State Directors attended.

Business Education

During the Business Professionals of America, Montana Association 2019 Fall Leadership Conference (October 13-14, 2019), Business Education Specialist Eric Swenson provided technical assistance and resources for new and veteran local chapter advisors regarding updates and additions to the Framework for Business Education in Montana, the Montana K-12 Course Codes and Descriptions Reference Manual for Business and Marketing Education; details on the addition of the Arts, Av/V Technology and Communication Montana Career Pathway; information on the draft of the new Montana Standards for Career and Technical Education and the new Computer Science standards; an update on State CTE/VoEd Funding; and provided an overview of the new guidance and requirements of Perkin V. Details regarding CTE and business education professional development opportunities for the 2019-2020 school year were also provided.

On October 17, 2019, Business Education Specialist Eric Swenson presented information to Montana's business educators in attendance at the Montana Association of Career and Technical Education 2019 Fall Institute. Presented during the Montana Business Education Association's annual business meeting, information provided included updates and information for the Montana Business Education Curriculum Resources Binder information regarding Montana CTE Funding and Career Pathways, CTE Standards update, State CTE/VoEd and Perkins funding updates, and a review of Teach CTE Day held Monday, October 7 on the Montana State University campus.

During the Fall 2019 semester, Business Education Specialist Eric Swenson provided training and instructional support to the students of the business education teacher preparation program at the University of Montana Western in Dillon. Some the topics covered included principles and philosophies of career and technical education, business education curriculum development and resources, developing Montana Career Pathways, using the web-based career guidance system Montana Career Information System (MCIS), advising a Business Professionals of America or DECA chapter, and the importance of membership and active participation in professional organizations.

Health Science

Secondary science and health enhancement teachers were recruited to add a health science endorsement in order to expand Health Science Pathways. Four teachers participated in a two-week online training towards their endorsement and began a health science program in their schools.

Professional development was provided to health science teachers on October 1, 2019, as a day-long training to incorporate Indian Education and Native medicinal practices into lesson plans.

Family and Consumer Sciences

In the fall, the Family and Consumer Sciences (FCS) Education Specialist presented a professional development session for the Montana State University Family and Consumer Sciences teacher preparation program students. The session included information pertaining to school funding, meeting local/state/national standards, national level FCS work, program promotion, advocacy, and ProStart culinary curriculum.

In partnership with the Montana Restaurant Association Education Foundation, the Family and Consumer Sciences Education Specialist organized a two-day ProStart Educator Forum. This training focused on new Culinary Arts and Hospitality/Tourism curriculum resources, effective course planning and pacing, work-based learning and meaningful industry experiences for students, industry recognized credentials, knife skills, and local business partners around the state; this information was implemented in approximately 20 schools to increase student engagement and industry connections to the Hospitality and Culinary fields.

In the springtime, the Family and Consumer Sciences (FCS) Education Specialist Megan Vincent presented a professional development session for the Family and Consumer Sciences teacher preparation program students at Montana State University. The session included information pertaining to FCCLA, finding jobs, CTE and FCS funding and the Say Yes to FCS initiative.

During the springtime, Family and Consumer Sciences Education Specialist offered numerous FCS Remote Learning Sessions to help connect and guide teachers on the abrupt transition from in person to remote teaching.

In partnership with Montana State University Department of Health and Human Development, the Family and Consumer Sciences Education Specialist conducted a four-day virtual conference titled "STEAM and FCS – A Remote Learning and Textiles Focus". This virtual class focused on critical science, inquiry, and experiential learning strategies, facilitating online learning, e-textiles and wearable technology, careers, and entrepreneurship. This resulted in direct implementation in the classrooms of the attendees and an added emphasis on science in the Family and Consumer Sciences curriculum.

Family and Consumer Sciences Education Internship with MSU and OPI—Montana State University and the Office of Public Instruction offered a Family and Consumer Sciences Provisional Licensure/Internship as an alternate route to receive a FCS teaching license. This internship is designed to give current classroom teachers licensed in another subject area up to three years to work on their FCS endorsement while teaching FCS in a secondary school through Montana State University, the only post-secondary institution in Montana offering a FCS license program. Since Internship students are teaching and studying simultaneously, they require additional technical assistance from the FCS Education Specialist in terms of curriculum assistance/planning, finding classroom resources, searching for acceptable college courses approvable by MSU, informal mentoring and general help to help them finish successfully on time. In 2019-2020, about 15 teachers were enrolled in the program. FCS Education Specialist also sends out email newsletter updates at least twice a month to all FCS teachers that includes information on a variety of topics.

Industrial Trades and Technology Education

Meetings with both Montana Universities that provide Industrial Technology Teacher Education produced literature and opportunities for Michael Houghton, Industrial Technology Specialist, to promote Teacher Preparation programs. Program alignment discussion and outreach to other Post-secondary schools in the state are aimed at providing options to recruit teachers from technical programs and standardize offerings to allow for more consistent Teacher Prep.

Industrial Technology Specialist, Michael Houghton also worked with Reach Higher Montana to produce a video of current and former Industrial Technology Teachers, promoting interest in the field.

From April through June, Industrial Technology Specialist, Michael Houghton hosted a Teacher Safety and Liability training in conjunction with Montana State Fund. The course, presented over the course of several weeks and more than 10 hours, addressed teacher liability in a lab setting, general and specific safety protocols and the Montana Safety Culture Act. Educators received continuing education units that allow them to retain alternative licensure in the State of Montana.

In June 2020, Flathead Valley Community College offered welding instructor training and welding qualification to expand Dual Credit opportunities and keep instructors current in their teaching.

In June of 2020, a collaboration between the Montana State University Tech Ed department and the Technology Education Association of Montana (TEAM) was scheduled to offer Industrial Technology Teachers and Agriculture Teachers an opportunity to build and operate drones. This workshop was cancelled due to COVID 19.

Industrial Technology Specialist Michael Houghton met with Department heads from both Montana Universities offering Teacher Preparation. Promotion of Teacher prep programs and the needs of said programs were discussed, as well as optional entry into the same. Specialist worked with both programs to distribute information and recruiting literature to

schools, teachers and prospective students.

Agriculture and CTE Transition

The Agricultural Education Specialist is also involved with a National program called State Teach AG Results (STAR). This program provides support for states to develop a teacher recruitment and retention plan. The Montana group meets two-four times per year depending on need. This year's focus was to work on offering some diversity and inclusion professional development on the preservice and in-service teacher levels. The group's larger plans were derailed due to Covid; they hope to be able to pick them back up in the spring and fall of 2021.

During the year, the Agricultural Education was asked to present to pre-service teachers at MSU to help develop a relationship between those pre-service teachers and the state staff. There were four presentations total in the spring and the fall.

The CTE Transition Specialist was asked to also present on the Montana Teach CTE efforts at the October Montana ACTE Fall institute and the National Teach CTE Summit in February. These presentations were given to secondary and post-secondary teachers, administrators, and counselors to promote teaching CTE as a career field.

All CTE

Teach CTE Day was held on October 8, 2019 at Montana State University in Bozeman, MT. This day was set up to encourage CTE students across Montana to consider becoming a CTE teacher. With three of our teacher educator programs - Agriculture, Family and Consumer Sciences and Industrial Technology Education - being held at MSU, this was an opportunity to promote the programs. Students, teachers and some parents that attended were able to meet many of the professors, current MSU students and administrators. The students attended workshops put on by the MSU students, they got to experience campus dining with our lunch sponsor Reach Higher Montana, tours of campus and even some pictures with Champ, the colleges mascot. There were 20 high school juniors and seniors who attended from 15 various schools around the state. There was even representation from Montana Western who has the Business Education program. During the event, the Office of Public Instruction's video production crew was on site to interview students, teachers and the CTE Specialists on why CTE is important. This video has been used for promotion of CTE and our future Teach CTE events.

iv) Providing technical assistance for eligible recipients. (Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

Business Education

During FY2020, professional development and technical assistance was provided by Business Education Specialist Eric Swenson to secondary and post-secondary business educators, school administrators, and school counselors regarding the Montana Business Education Curriculum Resources binder. The compiled resources include the updated Framework for Business Education in Montana, the Montana K-12 [SCED] Course Codes and Descriptions, the National Standards for Business Education, the Common Career Technical Core from Advance CTE, and the updated Business and Marketing Education Program Guidelines. The Framework for Business Education in Montana is aligned to the National Standards for Business Education and the Common Career Technical Core and includes curriculum information from district, county, and curriculum cooperatives around the state. The Framework for Business Education in Montana includes an alignment and crosswalk to the National Standards for Business Education. The Framework also includes crosswalks to the competitive event programs for Business Professionals of America and DECA—which further enhances and demonstrates the intracurricular relationship of business and marketing education programs to Career and Technical Student Organizations.

Technical Assistance is also provided by Business Education Specialist Eric Swenson through a weekly informative email called the Wednesday Reader. The Wednesday Reader is sent out to all business and marketing education teachers in Montana every Wednesday during the school year and contains information about professional development opportunities, curriculum and funding resources, scholarships for students and teachers, and various due dates and deadlines related to CTE and Perkins applications and data collections. Information is also shared with and sent out via the monthly CTE Newsletter.

Family and Consumer Sciences

Technical assistance is provided each month from the FCS Specialist sent via informational updates to all family and consumer sciences programs via email. The updates included a variety of pertinent information including curriculum ideas, lesson plans, classroom resources, and state and national professional development opportunities. The FCS Specialist

attended and presented at professional development conferences and meetings around the state to provide direct technical assistance to Montana educators. She made many in-person and virtual technical assistance visits throughout the year and hosted a social networking group for FCS educators as a means to share ideas and/or get help from each other.

Industrial Trades and Technology Education

Specialist Mike Houghton travelled to schools for in-person support visits, answering questions and conveying information about Perkins V changes, information about correct SCED codes for courses, Work-based learning and Career and Technical Student Organizations. When travel for face-to-face meetings were not possible throughout the period, technical assistance was delivered via telephone calls and virtual meetings. Teachers and administrators were provided guidance.

Industrial Technology Specialist hosted weekly virtual meetings for teachers from March through June. Workshops to support online instruction were presented and collaboration amongst teachers was promoted and supported and specialist assisted in the development of Teacher professional development supporting virtual and blended course delivery.

ALL CTE

Between September 1 and October 31, CTAE staff presented 10, two-hour, presentations outlining the new Perkins V changes across the state in Butte, Missoula, Kalispell, Havre, Great Falls, Helena, Bozeman, Billings, Glendive and Wolf Point.

CTAE staff then recorded and posted technical assistance videos for Size, Scope and Quality programs, Comprehensive Local Needs Assessments, Department of Labor Dashboard of employment needs, Career Pathway templates, work-based learning plans, frequently asked questions for Perkins V, and a video of the new Perkins E-grant application.

Between March and June 2020, over 30 Zoom meetings were conducted with school districts to provide the opportunity to ask questions regarding Comprehensive Local Needs Assessments and workforce needs.

Postsecondary Perkins coordinators participated in multiple virtual Perkins V trainings over the course of several months leading up to implementation.

C. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)

The Perkins E-grant requires participating schools to describe the strategies they used to engage special population students in CTE programs to ensure equal access for all students. We also ask how they prepared special population students for high skill, high wage, or in-demand occupations that lead to self-sufficiency. If applicable, describe how funds were used to promote preparation for non-traditional fields.

Based on the formula outlined in the law, we were required to allocate \$602 for 19-20 to the recruitment of special populations. Unfortunately we do not have major accomplishments to report because the amount was very low, but we do plan to evaluate other areas within our Leadership fund to dedicate to this activity.

Our campuses do focus funding on activities that serve single parents, students enrolled in gender non-traditional occupation programs, students with disabilities, students who are economically disadvantaged, and other special populations. Most of the activities that take place at the campus level are funded through the local application and not the \$602 set aside in our Leadership allocation.

D. Report on the effectiveness of the use of State leadership funds in—

- i. Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.**
- ii. Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V.**

(Section 124(a)(2) of Perkins V)

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2b: Narrative Performance: Fiscal Responsibility

- A. For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at:

<https://nces.ed.gov/ccd/schoolsearch/>.

See attached file for response.

- B. For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at:

<https://nces.ed.gov/ccd/districtsearch/>. Public and Private Colleges and University IPEDS numbers can be found at: <https://nces.ed.gov/collegenavigator/>.

See attached file for response.

- C. Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)

The Reserve was used to fund Strengthening Montana Career Pathways grants for postsecondary recipients.

Montana Career Pathways assists secondary students in Montana transition successfully to postsecondary programs statewide by providing accessible, understandable information about postsecondary programs and building high-value learning options for exploring and engaging in college and careers through collaboration between secondary, postsecondary, and industry.

Montana Career Pathways helps students make more informed choices about college and career by providing:

- Clear, concise, labor market referenced information about career options in-demand in Montana
- Opportunities to engage in college courses that support a career pathway via dual enrollment
- Opportunities to explore and engage in careers prior to college via work-based learning

The Strengthening Montana Career Pathways grant supports increasing access to high-quality college and career pathways for all Montana students.

SMCP awards aim to expand public knowledge and utilization of the Montana Career Pathways program and increase the number of opportunities for Montana high school students to explore and engage in college and careers through dual enrollment, work-based learning, and industry-recognized credentials. MCP is intended to be a resource for all students in the state, therefore applicants should ensure the scope of work described in the grant application includes work with schools of all size, particularly small, rural, and underproduced schools. Proposed work should support a career area found on the MCP website (<http://mus.edu/mcp/>). OCHE &&&&&&&&&& OPI are interested in supporting activities that support all Montana Career Pathways areas and have the potential to impact all Montana students.

A high-quality career pathway includes recommended courses to help student prepare for their next-step after high school, as well as value added learning options such as dual enrollment, work-based learning activities, and/or industry recognized credentials.

Reserve Fund grants are awarded to eligible recipients, on a competitive basis, to support activities focused on development, improvement and/or expansion of CTE education in the priority areas identified below. Applicants must coordinate with OPI specialists in the development of teacher professional development opportunities, and ideally all grant activities.

Priority Areas for this grant year:

1. The promotion of Montana Career Pathways and its website to increase statewide awareness and utilization.
2. Grow and enhance high-quality dual enrollment, work-based learning, and/or industry recognized credentials that support two or more different Montana Career Pathways in high schools state-wide. MCP work should align with regional workforce demand and the programs offered at the applicant institution.

Applicants must address each of the priority areas listed above to be considered for funding.